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ABSTRACT

Four issues of "TESL Reporter" are presented. Contents include the following articles: "Feedback: An Anti-Madeirization Compound" by Henry M. Schaafsma; "Using the Personal Pronoun 'I' as a Compound Subject" by G. Pang and D. Chu; "The Consonant 'L' in Initial and Final Positions" by Maybelle Chong; "Sentence Expansion for the Elementary Level" by Alice Brimhall; "English Word Order" by Alice C. Pack; "Micro-Teaching, Video Taping and TESL Training" by Ivan D. Muse; "Games, Songs, Finger Plays in TESL" by Janice McArthur; "A Broader Concept of Minimal Pairs" by Jason B. Alter; "Vocabulary Participation and Grammatical Formula Shifts" by Yao Shen; "What Are Your Answers, ESL Teachers" by Yao Shen; "I Am A Mouth" by George Hunt; "Yes-No Questions and the Disjunctive Or" by Alice Pack; "The Schwa" by Lurline H. Coltharp; "Classroom Use of Language Records" by Ernst Peutl; "On Repeatability and Reduplication" by Peter H. Fries; "Action Games in TESL" by Joe C. Guerrero; and "Language Acquisition" by Nancy A. Cramer. (SW)

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Feedback: An Anti-Madeirizatio Compound

BY HENRY M. SCHAAFSMA

The goal of second-language teaching is that of giving the students mastery of a skill, but the complications arise when we realize that the particular skill which we wish to pass on is a social skill, and as such differs from other learning, both skill and content, at many points.

Henry M. Schaafsma is Assistant Professor in the Department of English as a Second Language, at the Univ. of Hawaii. He was a lecturer in Eng. and Co-Director of the Languages Institute, Meiji Gakuin Univ., Japan, and was a lecturer in Contemporary Eng. at Univ. of Leeds, England. He is the author of: English Conversation Thru Pattern Practice, You Too Can Speak English, and Current American English as well as numerous articles on language and language teaching.

There is one very important part of second-language teaching in a classroom situation of which the teacher must, if he yearns for success, have a complete knowledge. Since we are, by any methodics, teaching a skill, the judgment of progress or nonprogress is of the essential. To ignore it for even a short time is to invite classroom madeirization and, almost surely, to court complete failure. The teacher must regulate his teaching by feedback and devise every means possible to insure as much repetitive feedback as possible. The term feedback is one borrowed from cybernetics and as applied to second-language teaching stands for a form of negative or positive reinforcement.

Any educational attempt should be one of regular progression toward a known goal. It seems important that the goal in second-language teaching also be stratified so that levels of accomplishment can be talked of. The major goal of acceptable speaking, reading, and writing is just too all-fired immense. The attainment of these level-goals is the effect of a chain of planned movements. The classroom possibilities of feedback

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computation are three-fold with one tangental adherent:

1. Teacher-to-class and class-to-teacher,
2. Class-to-teacher and teacher-to-class,
3. Pupil-to-pupil and teacher observation,
4. Reportage of outside class experiences by pupils to teacher and class.

Most important from a methods-view is the teacher, since only he knows what has to be taught, how it should be taught, the degree of learning which is required, and the means of attaining this. He regulates his progression by the adjustment of his pace according to the positive and negative feedback signals.

Though feedback is an important factor in the teaching of both content and skill subjects, there is a difference in its relative importance as it applies to each discipline. It should not be put forth that there are no elements of skill in content subjects (history, geography), nor should it be said that there is no content in skill subjects; rather that skill or content predominates depending on which type of learning one is referring to.

Mathematics

Second-language learning and mathematics must be specially categorized, as in both of these each progressive step depends on an acquired skill or skills: the material is cumulative and must be mastered logically and sequentially. Failure at any single step vitiates the remainder.

Although we can generally classify mathematics and second language learning together, language presents one aspect not shared with mathematics. That is, the medium of instruction is also the material of the class: We use language to teach language. This increases the importance of structuring and the role of feedback.

The usual means of gathering feedback information is through examinations. In predominately content-centered subjects these may satisfactorily take place at long intervals. Unfortunately, a similar long-interval system has been carried over second-language teaching. Skill c tered subjects require frequent f back signals if progress is to reliably governed. The teacher n have feedback information f class-to-class, if not from mi to minute.

Skills

We are in second-language teac working with receptive and produ skills. Since this is the case, feedback signals will take the f of overt responses, either verba nonverbal. The responses may immediate or delayed.

These verbal and nonverbal sig on which we are so dependent indeed a complicating factor, si in teaching verbal skills our sig are conditioned by the efficiency our teaching. A vicious circle inde when we also realize that the ver signals during the teaching of rec tive skills (hearing and reading) m be expressed in the idiom of productive skills (speaking and w ting. The superior teacher depend the beginning levels on non-ver feedback signals, though the feedb information obtained from these s conscious motor responses is not reason for them. The creation of th signals themselves is a part of totality of the language learning p cess.

Productive skills monitor the selves. In the classroom the creat of these skills is in the same w dependent on the receptive skil The student produces in response verbal stimulation.

This is quite different from no classroom activity where producti skills are to a great extent depend on non-verbal stimulation. One the greatest problems for the secon language student is the transferri of skills mastered in the classro to the outside world in the cases wh they have not learned to respond a nonverbal stimulus.

All classroom activities are subj to feedback, exposition and expla tion as well as practice and c solidation. It is of no use to the t cher nor the student to press on

(cont. on page 11)

Using The Personal Pronoun "I" As A Compound Subject

BY GLADYS PANG AND DEBORAH CHU

To teach the correct usage of the personal pronoun "I" when used as a compound subject.

Problem

Island children, as well as their mainland counterparts, seem to have difficulty distinguishing between "I" and "me" when used as a compound subject.

Example 1: *"Me and John went to the zoo."

Example 2: *"John and me went to the zoo."

Most grammarians apparently do not feel this is a problem area or one that would cause any degree of difficulty because there is very little information readily available for examination. It is generally recognized that errors in pronoun usage are among the most common errors made in speech.

Solution

Young children need to learn about pronoun politeness, that is, it is polite to name yourself last.

Example: "John and I are friends."

"John, Susan, and I are friends."

Young children (ages 5 years to 7 years) must have many opportunities hearing the correct form of the pronoun "I" as well as practicing the correct usage. Through repeated activities integrated throughout the school curriculum, we hope they will be able to make the proper production so that they will acquire native competence.

With greater understanding and more maturity, children can be made to learn that when they have trouble with the pronoun "I" in compound subjects, all they must remember is to use the form they would use if the pronoun stood alone.

Example: "John and (me or I?) made the blocks fall."

"I made the blocks fall. NOT Me made the blocks fall."

Language Arts

The use of poster pictures showing action words for oral practice.

Procedure: Teacher shows a poster to class. (Example: Silhouette of child running.)

Teacher: "Children, will you all pretend that you are this child. Mary, if you were this child, what would you say you were doing?"

Mary: "I am running."

Teacher: "Mary, if John and you were doing the same thing, how would you say it in a sentence? Remember your manners and name yourself last."

Deborah Chu and Gladys Pang teach at Wheeler Elementary School in Honolulu. Mrs. Chu, currently teaching kindergarten, has 15 years teaching experience in Hawaii schools. Mrs. Pang, a second grade teacher, taught two years in San Francisco and has been with the Hawaii school system for the past eight years. Both attended the summer TESL workshop and collaborated on this lesson plan.

Mary: "John and I are running."

Teacher; "Good, Mary. You remembered to name yourself last."

Teacher: "Now, if there were three of you doing the same thing, who could say it in a sentence? Be sure to name the children before yourself."

John: "Mary, Susan, and I are running."

Teacher could continue with other posters in similar manner for that period and repeat this activity at another time if more practice is needed.

For free activity, the children could pair off and work with these posters, checking each other's responses.

Mathematics

Teaching recognition of numerals 1-10.
Procedure:
Teacher passes out two sets of identical numbers (1-10) to class. The teacher will ask, "Who has numeral 5?" The two children holding this number card will raise their cards. The teacher will solicit correct response, "____ and I have numeral 5." The teacher will continue in the same manner with the other numerals.

Rhythmic Activity

To be sung to the tune of "Rig-a-Jig-Jig." The children are familiar with this tune.
Procedure:
Have children stand facing each other. (There will be one row of boys and one row of girls.) The head couple will decide what action they will perform (example: Skip, jump, walk, hop, etc.). As they link elbows and perform this action between the rows of children, one of them will sing:
"(Name of the partner) and I walk down the street, down the street, down the street.....
"_____and I walk down the street. Heigh ho, heigh ho, heigh ho!"

At the end of the song, the couple will take their places at the end of each row. A new action is decided by the new head couple and the same procedure is followed until all the children have had a chance to perform.

Art and Social Studies

Integrating an art activity with the social studies unit on the family.
Procedure:

Assuming the children have had enough background experiences in discussing the family unit, the teacher will have the children draw a situation picture of themselves and a family member. Later, individual children will tell a story about his picture.
Example: "_____ and I are at the beach, etc."

Science

A study on plants.

Procedure:
Each child has planted some seeds in a can. The children will make daily observations and share their observations orally. The teacher, through guided questions, will try to elicit such responses as "_____ and I see our plants sprouting, etc.

Physical Education

Game: The Ocean is Stormy.

Formation:
Players divide off in pairs and each pair occupies a circle. Two players become the whales. The others will become the fish that is designated on their circle. (Codfish, mackerel, or rainbow trout)

Procedure:
The whales hook elbows and, having no home, move about and take turns calling the names of fish as they move. "_____and I are whales." "_____and I are whales." "Are there any Mackerels? etc."

Couples whose fish name is called say "_____ and I are codfish, etc." They leave their circle, hook elbows and drop behind the whales, following them thereafter until the whales call, "The Ocean is Stormy!", whereupon they, together with all who are following them dash arm in arm to secure a vacant circle. Those unsucessful are the new whales.

The teacher, when he feels it will liven the game, may call loudly, "Typhoon! Typhoon!" whereupon everyone, including those standing in circles, must try to secure a new living place.
Variations: Use names other than those of fish, such as pets, zoo animals, etc.

The Consonant L In Initial and Final Positions

BY MRS. MAYBELLE CHONG

Problem

After teaching Island children with ITA, I have encountered some speech problems. The most pronounced difficulty appears in their oral speech patterns as well as their written expression when they use the consonant "l". The usual substitutions are "y" and "w", i.e., "yady" or "wady" for lady and in the final position i.e., "needoe" for needle.

Solution

1. Hearing the "l" sound in initial and final positions. Use minimal pairs to give practice in hearing the sound.

lace	race	fee	feel
lock	rock	see	seal
load	road	nie	nile
loot	root	tie	tile
lamb	ram	coo	cool
lake	rake	Fay	fail
led	red	gay	Gayle
lead	read	nay	nail
lip	rip	say	sale
let	yet	caw	call
lard	yard	cow	cowl
lip	yip	sad	saddle
lap	yap	need	needle
less	yes	rip	ripple
least	yeast	nip	nipple
late	wait	peep	people
lake	wake		
lend	wend		

2. Recognize the sound.

a. Pass out picture cards with "l" words. Children say their word and place in a pocket chart that has two words; first last

b. Letter Game, choral speaking and solo parts. Use same picture cards but place in envelopes and envelopes go into a bag.

ALL: Mr. Mailman, please look in your bag and see if you have a letter, a letter for me. Mailman passes out envelopes and each will say the name of his picture.

"My letter has a picture of a lamb, pencil, needle, etc."

c. Pantomine sentences explaining what you are doing--then pantomine again and have class tell what you did. Listen for "l" word in the sentence.

Sit up tall.
Point to the wall.
Look at the light.
Lift something.
Climb a ladder.
Close the door.
Clap your hands.
Blink your eyes.

Mrs. Maybelle Chong of Kaneohe (Hawaii) Elementary School, realizing the difficulty that many of our Pacific students have in producing the English /l/, wrote and demonstrated the following lesson for one of the CCH summer school sessions.

---

d. Jungle Game.

One child says "I saw a lion in the jungle." The next child adds an animal, insect, or bird to the first child's. Observations must contain "l". This is an excellent memory drill. Continue as far as your children are able. It may be a good idea to have pictures of the following to help you:

owl	leopard
fly	lizard
wolf	turtle
oriole	eagle
lion	owl

(cont. on page 9)

Sentence Expansion For The Elementary Level

BY ALICE BRIMHALL

Mrs. Brimhall, who works with culturally disadvantaged children in California, demonstrated the following sentence expansion technique at a CCH summer TESL workshop. These expansion exercises should prove helpful to ESL teachers as this plan could be adapted to any age level in teaching English syntax. Expansion could be limited to single word modifiers or could include phrases and clauses. It would also be useful in teaching compound subjects and verbs, the position of determiners and modifiers, and the normal sequence of the prepositional modifiers of place, manner, frequency, and time.

Most of the children who attend my reading workshop have many learning problems. Among the problems are:

1. The lack of motivation. They see little need for speaking, reading or writing in Standard English.
2. They are poor readers.
3. Their sentence structure is very limited in both speaking and writing Standard English.

The purpose of this type of lesson is to help overcome some of these difficulties through a manipulative oral exercise.

This kind of exercise adds a little variety to the usual drills, all children can participate, and the child is motivated through being able to move word cards around himself. He has drill in reading and pronouncing the controlled vocabulary. The child is directed toward making more complex and interesting sentences through expansion and is helped in patterning (word order) and intonation.

The sentence expansion lessons must be adapted to the abilities of the children. The teacher must be cautious in the selection of the words and phrases that are to be used.

The few examples included in this lesson just serve as a guide. The exercises can be made simple or complex, depending on the children. It is better to have short drills and often, rather than to make one long lesson.

After experimenting with one or two lessons, the teacher will become more aware of questioning and choosing sentences for expansion. A series of English books entitled Oral and Written Composition by John H. Treanor, Grades 3 to 6, MacMillan Co., 1968, may offer some help in sentence expansion.

Materials

Small pieces of paper or cardboard upon which to write words. (Either have two different colors of paper, or use two different colors of ink for writing the words.)

Envelopes to keep each set of words.

1. Give each child an envelope containing the words to be used. If, however, the class is large, just distribute little blank pieces of paper (two different colors) and let the children write the words on the cards. Sometimes this procedure is best because the child reinforces his reading of the word by writing it;

English Word Order

BY ALICE C. PACK

The following chart may prove helpful for teaching English word order in expanding sentence pattern drills.

Pre-art.	Art. (Only 1)	Poss. Choice)	Demon.	Ordinals	Cardinals	Superlative or Comparative
all	the	my	this	first	one	more
only	a	our	that	second	two, etc.	most
both	an	your	these	next	several	fewer
just		his	those	last	many	fewest
		her		final	few	less
		its			half	least
		their				

All or any of the above may further modify the noun with the addition 'of'.

Quality or Characteristic	Size	Shape	Color	Modifying Nouns	Noun
modern	large	square	brown	brick	fireplace
surprising	small	narrow	white	redwood	house
happy	tall	round	etc.	etc.	etc.
overripe	tiny	thin			
etc.	etc.	etc.			

Examples:

Although sentences like the following use all of these categories, usually a choice is made from the sections. The order remains the same.

All, my, final, few, most, modern, large, square, red, brick fireplaces were sold immediately.

Just, those, final, few, more, old-fashioned, small, narrow, white wall boards were left.

also, each child can keep his words, take them home, and work with them.

2. Teacher tells the children to take all the words out of the envelope and separate the words into two piles according to their colors. (For these example lessons the colors pink and green will be used.)

Example A

green words - look, at, the, apple
pink words - big, red, up, in, the, tall, tree.

3. Children then read the words aloud in the green pile. Then they read the words aloud in the pink pile. Teacher listens for mistakes in word recognition and pronunciation. She gives assistance where needed.

4. Teacher: Now take all the green words and make a sentence that says Look at the apple. (base sentence)

The children then read the sentence and the teacher offers help when needed.

5. Teacher: Now look in your pile of pink words and find a word that tells the size of the apple and place that word in your sentence. (Look at the BIG apple.)

Again the children read the sentence aloud and the teacher assists where needed.

6. Teacher: Now find a word that tells the color of the apple and place that word in your sentence. (Look at the big RED apple.)

The children read the sentence aloud. Teacher assists if needed.

7. Teacher: Now find the words that will tell us where the apple is and place these words in your sentence.

(Look at the big red apple UP IN THE TALL TREE.)

8. Teacher: What word tells us the size of the tree? (tall) Do you have TALL in the correct place?

Each child reads the completed sentence aloud. Teacher helps where needed.

9. The children can put all the words back into the envelope, or the teacher can call out individual words to be replaced. This gi added drill in word recognition.

Example A of this lesson is simple one and can be used whe child is about on the primer leve reading.

Example B

1. Same as previous step 1.
2. Same as previous step 2.

Example B:
Green words: the kitten, sleeps
Pink words: little, yellow, peaceful in, the, cardboard, box, under, table.

3. The children read the wo aloud in the green pile, then t read the words aloud in the p pile. Teacher listens for mistak in word recognition and pronunc tion. She just assists where need If a child has difficulty with son words don't labor over it too lo He will encounter the word sever more times in the lesson.

4. Teacher: Now take all the gr words and make a base sentence th says--The kitten sleeps.

The children read the senten aloud and teacher offers help wh needed.

5. Teacher: Now look at yo pile of pink words and find a wo that tells us the color of the kitt and place it in your base sentenc (The YELLOW kitten sleeps.)

Again the children read the se tence aloud and the teacher assist where needed.

6. Teacher: Now find a wor that tells us HOW the kitten sleep and place that word in your sentence. (The yellow kitten sleeps PEACE-FULLY. Some children may have PEACEFULLY, the yellow kitten sleeps.) If a child does have a different construction for his sentence and it is acceptable be sure to compliment him.

The children read the sentenc aloud and the teacher helps where necessary.

7. Teacher: Now find a wor that will tell the size of the kitte and place it in your sentence. (Th LITTLE yellow kitten sleeps peace-fully.)

Again the children read the sentence and the teacher helps where needed.

8. Teacher: Now find words that will tell us in what the kitten sleeps, and place those words in your sentence.
(The little yellow kitten sleeps peacefully IN THE CARDBOARD BOX.)

9. Teacher: What kind of a box is it? (cardboard) Do you have CARDBOARD in the correct place?

Again the children read the sentence aloud and the teacher checks word order, intonation, and word recognition as she goes around.

10. Teacher: Now find the words that tell us WHERE the box is. Put those words in the sentence.
(The little yellow kitten sleeps peacefully in the cardboard box UNDER THE TABLE.)

The children read the sentence aloud again. Teacher helps where needed.

11. Teacher: All of you have a good long sentence. We call this an expanded sentence. We started with just the green words-THE KITTEN SLEEPS, and by adding words and phrases we were able to make this an interesting sentence. There are more ways to make this sentence say about the same thing. See if you can rearrange some of the words (change the words around) and make the sentence say the same thing but in a different way or order. Some possible arrangements might be:

1. In the cardboard box, under the table, sleeps the little yellow kitten.
2. Peacefully, the little yellow kitten sleeps in the cardboard box under the table.
3. Under the table in the cardboard box sleeps the little yellow kitten.

The children will read their sentences aloud. Compliment them on different arrangements.

12. Children can put words away as in Step 9 of Example A.

Conclusion

These are only two examples of what a teacher can do with sentence expansion. Later on punctuation can be added, or word substitution. The teacher can make her lesson simple or complex to meet the needs of her group. After manipulating the words the children might write the expanded sentence and the various ways in which it can be phrased, but it is most important that the oral reading come first.

Consonant L--

(cont. from page 5)

butterfly	caterpillar
elephant	squirrel
camel	firefly
alligator	wolf
	fly

3. Producing the sound.

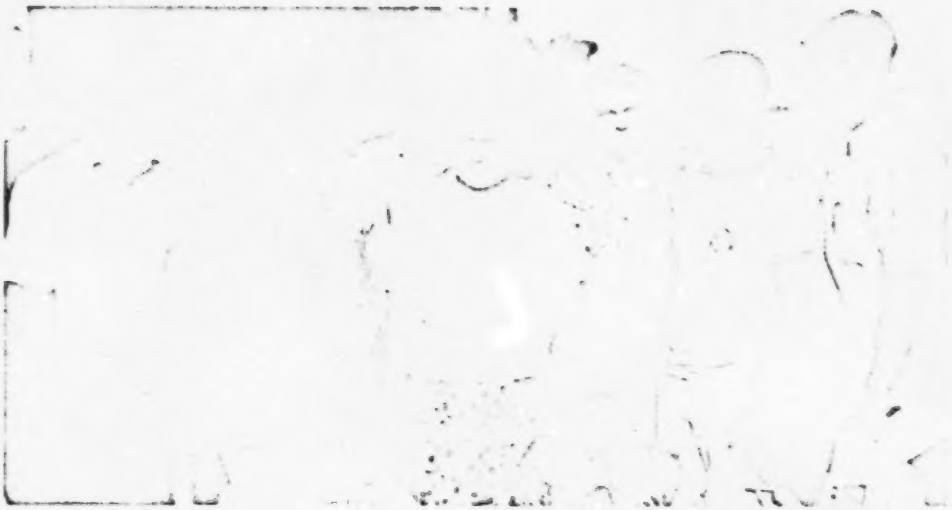
The use of a mirror will be most helpful in showing the position of the tongue. Let the jaw drop down to the position of "ah". Raise the top of the tongue to press lightly against the ridge back of the upper teeth (alveolar).

Use the language master to hear and practice sentences that have the final "l" in words:

1. I smell food that is cooking.
2. Can you tell me a story?
3. We have a new automobile.
4. Walk down the hall quietly.
5. Here is the bill from the doctor.
6. Your face looks pale.
7. Be careful when you cross the street.

Former Editor Begins Doctorate

William D. Conway, former editor of the TESL Reporter and director of the English Language Institute at The Church College of Hawaii, nas just concluded a summer of graduate studies at the Brigham Young University, Utah. He has been accepted for doctoral work in English at the University of Nebraska.



Herman Sablan, Jose Guerrero, and Julian Taman of the Marianas; Rumoon, Yap; Harry Peter, Marshalls; Marcellino Umwech, Truk; Yosko Malsol, Palau; Reynold Wolphagen, Ponape, and Tofaga Stevenson and Juliana Leilua of Western Samoa, pose with their instructor after a special 40 hour (two week) TESL workshop held at the Church College of Hawaii in June.

In addition to the outlined course of teaching methods and materials in TESL, texts currently used in these countries were evaluated and supplementary materials developed for each area's particular needs. All participants, second language English speakers who are currently teaching English in their native countries, received certificates for their work.

A second session of the scheduled TESL workshop was held because of the large enrollment. Fifty-seven teachers from Hawaii, Samoa, Micronesia, and the Mainland United States, completed this three credit hour course.

Three lesson plans prepared by teachers in the class are printed in this issue of the TESL REPORTER. Others will appear in future issues.

Book Review...

Harris, David P. Testing English as a Second Language. McGraw Hill Book Co. 1969. 151 pp. $3.40 (U.S.)

This excellent paperback fills a real gap in the TESL field. In non-technical vocabulary and easy-to-understand structure it supplies the ESL teacher with pertinent information in the testing field.

The purpose and methods of language testing and the characteristics of a good test are discussed, followed by chapters on the specifics of testing grammatical structures, auditory discrimination and comprehension, vocabulary, reading comprehension, and writing and oral production.

Teachers who have had previous difficulty in reading texts or articles, or with courses in educational tests and measurements, should have very few, if any, problems with the concluding technical chapters on interpreting and using test results and computing some basic test statistics.

This is a good reference manual for any teacher or administrator in the English Language Arts field.

Alice C. Pack

Butler Joins ELI Staff at Laie

David C. Butler

Mr. David C. Butler, who holds a master's degree in linguistics from the University of Hawaii, has joined the English Language Institute at The Church College of Hawaii.

He attended Brigham Young University in Provo, Utah, and then served two and a half years as a missionary in Korea for the Church of Jesus Christ of Latter-day Saints. In 1963 he received a degree in Asian studies at BYU.

Mr. Butler's graduate work in Linguistics was done on a grant from the East West Center for Cultural and Technical Interchange at the University of Hawaii.

After spending a year of field study in Korea, he taught conversational English at Kyung-hee University and helped record tapes for their new language laboratory.

Mr. Butler will be on the staff of the TESL REPORTER and will teach courses in Linguistics and English as a Second Language at The Church College.

Feedback--

(cont. from page 2)

some point has not been mastered by the majority. Even if a point has been mastered by most, some extra activity must be designed for the have-not-learnt minority. Failure to provide this will cause the group to continue to provide only negative feedback to the detriment of all involved. Even though we devise ways to teach inductively, teachers must be sure that induction has taken place.

Failure also to control the practice element as a result of feedback would mean overlearning here and underlearning there. This lack of control never produces a fair user of the language, but, as must be obvious, only a poor user. The teacher must know just how to teach well-prepared materials, and just when to stop with one form and pass on to the next.

The complexity of teaching a social skill places demands at every level. Sound materials must be devised by a marriage of methodics and linguistics. This material, different for each national learning group, must be taught under the control of feedback by well-trained, experienced teachers. Only with these factors met can we look for an optimum amount of success.

TESL REPORTER

A quarterly publication of the English Language Institute and the BA-TESL program of The Church College of Hawaii.

Editor.....Mrs. Alice Pack, Assistant Professor of English and TESL.

Staff.....David C. Butler, instructor of TESL.

Technical Staff.....Marie Paongo

Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 150, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

SEAMEC Regional English Language Centre in Singapore in Operation

The Regional Language Centre, hosted by the Government of Singapore, and under the auspices of the the Southeast Asian Ministers of Education Council (SEAMEC) desires to establish professional communications with other institutions offering programmes in Teaching English as a Second Language or related fields such as linguistics, language-teaching and teacher-training.

It is also interested in communicating with associations and organizations with similar interests.

The Centre is now operating in temporary premises at 104 Watten Estate, Singapore, and is offering problem-oriented programs in training, research and materials development.

Key personnel from seven Southeast Asian countries, namely: Indonesia, Laos, Malaysia, the Philippines, Thailand, Singapore and Vietnam, are presently attending the second 4-month training session.

As of July 1970 an 18-storeyed permanent Centre will be functioning at Orange Grove Road, Singapore, with staff and facilities for full-scale operations.

The Centre will operate in response to regional needs as identified by member countries themselves, and its general approach will be problem-oriented.

The functions of the Centre are related to the teaching of English within the region: conducting training courses; collecting, producing and distributing instructional materials; disseminating information on training facilities; strengthening programmes and facilities in member countries by the provision of consultant and advisory services; acting as a central agency for the exchange of personnel between member countries; conducting and promoting research and disseminating results; providing professional and administrative support to scholars from within and outside the region.

Programmes and activities include training programmes planned to meet specific problems and needs of member countries to supplement national programmes, and a research program to cover evaluation of teaching programs and techniques, instructional materials research, and fundamental research-linguistic studies.

In addition to the preparation and distribution of its own instructional materials the Centre will be concerned with the collection, evaluation, experimental trial, modification and revision, and distribution of instructional material samples.

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Micro-Teaching, Video-Taping and TESL Training

By Ivan D. Muse

The conversation of any group of first year teachers will usually pause for some reflection upon the adequacy or inadequacy of their college training for preparation as educators.

Too often, the comments stress the inability of the teachers to transpose the theoretical discussions of school life at the college to the actual "trial by fire" happenings in practice.

The teacher-to-be approaches his first job with many hesitations and reservations as to his actual ability and skill to do the job required.

Dr. Ivan Muse is Associate Professor in the Department of Education at The Church College of Hawaii. His primary responsibility is teacher training for secondary education majors. Besides instituting micro-teaching and video-taping training for secondary student teachers, he conducts Continuing Education classes for teachers interested in innovative classroom practices. He has been a public school teacher in Arizona and a high school principal in Denver, Colorado. Dr. Muse joined the CCH faculty in 1967.

Frequently, student teaching experience, which permits the only opportunity to relate theory to practice, is completely overwhelming and too complex for a student to be able to find time to concentrate upon development of specific skills or to improve upon weaknesses.

Micro-teaching, first initiated at Stanford University in 1963, and since used in varying forms by a number of colleges, is a technique for adding relevance to the knowledge that teachers have received and for improving teacher training programs.

This technique simulates, on the college campus, the actual classroom situation with which the teacher-to-be will soon be faced. By miniaturizing the teaching act; that is, teaching a class of only five students for a shortened period of time, the teacher has an opportunity to apply and test teaching strategy in a controlled encounter.

The teacher, under this situation, can stress the development of a teaching skill or the presentation of

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a single concept without the need for preparation of a full 45 minute lesson.

The value of this approach is clearly observable within the program operation. The teacher is provided:

(1) IMMEDIATE FEEDBACK. Following the seven to twelve minute lesson presentation, the teacher, supervisor, and participants (public school students) meet in conference to discuss the teaching act.

(2) SPECIFIC SKILL DEVELOPMENT. A short lesson presentation permits the teacher to concentrate on the development of a specific skill.

(3) RE-TEACHING. A poor lesson presentation is not "fatal" to the teacher. The same lesson, with helpful suggestions from others or by self-evaluation and improvement, can be retaught within a short period of time.

Video-Taping

Video-taping has also been used during the micro-teaching presentations. This technique is not essential for the success of micro-teaching but has been found to be very helpful to the teacher trainers.

At Church College of Hawaii video-taping is used during most of the micro-teaching sessions. During a presentation two cameras are used. One camera faces the teacher and the other the students. A monitor station in an adjoining room records on tape the teacher presentation and the student reactions.

We have found that, after the initial fear of being on camera passes, the teachers and class participants tend to ignore the cameras during the teaching sessions.

Following the micro-teaching lesson, the teacher, high school participants, and supervisor adjourn to a conference room for a discussion of the teacher presentation.

Positive aspects of the lesson are discussed as well as constructive criticism. Later in the day the teacher can review his presentation (in private) to further analyze strengths and weaknesses.

Self-evaluation is encouraged as well as planning for re-teaching when it appears necessary.

The breaking down of the complex teaching act into simpler, more easily trainable and observable skills is very significant for the teacher.

Teachers exposed to this experience tend to feel more confident during their student teaching (at CCH student teaching follows the micro-teaching experience) and are also more comfortable when supervision of teaching takes place.

Micro-Teaching and TESL

The micro-teaching experience has particular relevance for TESL majors.

The development of language skills requires, initially, student comprehension and oral reproduction. Practice should be designed to make language patterns automatic. Mere listening to a language is not enough as the teacher must include within her oral presentations discrimination of sound, stress, and intonation distinctions.

Student feedback should include goal satisfaction through the accurate, oral reproduction of the required phonological emphases.

Developing Skills

The TESL major must develop certain crucial skills if he is to be successful in his teaching. Foremost among these skills are: teaching ability in commanding attentiveness during oral exercises, pacing of dialogue so as to permit sound discrimination and word recognition while speaking rapidly enough to indicate typical conversation style, and bodily cue gestures that emphasize or express certain thoughts or that tell students what to do during the oral drills.

Micro-teaching permits immediate feedback to the TESL teacher at the completion of a lesson.

In addition, the video-tape provides a vehicle for replay of the lesson presentation. Observations indicating

(Continued on page 11)

Games, Songs, Finger Plays in TESL

By Janice McArthur

The use of games, songs and finger plays has a very important place in the teaching of English as a Second Language, particularly with young children.

In Head Start, Kindergarten, and first grade there are many reasons for incorporating these into daily lesson plans.

I worked with Head Start children (ages four and five) from an isolated place on the Navajo Reservation who had little or no contact with English.

Most of the children had older brothers and sisters away at a boarding school who spoke English, but, because their parents didn't speak English, Navajo was spoken at home. When the children came to Head Start it was their first experience with school and English.

Janice McArthur received her B.Sc. from Brigham Young University, 1967, in Child Development and Family Relations with a minor in Indian Studies. She taught Head Start at Navajo Mountain, Utah in 1967 and 1968 and was demonstration teacher for The Fort Defiance Agency, under the Head Start Program of the Office of Navajo Economic Opportunity. During the 1968-69 school year she taught First Grade at Rough Rock Demonstration School, Rough Rock, Arizona. She is now attending The Church College of Hawaii as a graduate student.

I found that one of the best ways to expose children to English was to make it a fun time where they learned without being pressured.

Four and five year old children have a very short attention span, so activities were needed to keep their interest.

Since many of the sounds of Navajo and English are quite different, the first thing was to expose the children to the basic sounds of English.

Navajo is often called a nasal, gutteral language because its phonemes include many nasals and glottal stops.

Since a record player was new to the children, songs were introduced very early in the year. We began by just playing records during their free play and creative periods, then went to a more formal period with the children sitting in a circle singing along with the record. Sometimes pictures were used to illustrate the words of the songs.

A common element that most songs and finger plays have is that of repetition, very necessary in language learning because sounds and words are best learned by hearing and saying them over and over again.

Another element they have is that of exposing the children to the different English vowel and consonant sounds.

An excellent song is "Old Mac Donald Had a Farm". It is full of repetition and also has many of the vowel sounds in it,

Another such song is "Doe, a deer" from the Sound of Music, as it contains many vowel sounds and is easily learned.

Finger plays teach the sounds of English through rhyming words. An example:

Two little birds sitting on a hill
One named Jack; one named Jill
Fly away Jack; Fly away Jill
Come back Jack; come back Jill

The index fingers are used to represent the two birds, and the hands are hidden behind the back when the birds fly away.

An example of a finger play that is a good repetition drill is called Jumping:

Jumping is fun,
Jumping is fun,
Jumping is fun for everyone.
The longer you jump,
The better you jump,
So jump, jump, jump.

In this finger play the hand is moved in a jumping motion. This may also be used as an action exercise with the children performing the acts. Various actions, such as hopping, skipping, etc. might be used.

Finger plays and songs can teach other concepts besides language skills; they can also teach vocabulary.

The following two finger plays can be used to teach the parts of the body:

Eyes: I have two eyes to see with (touch eyes)
Tongue: A tongue to say good-day (stick out tongue)
Hands: I have two hands to wave with (wave hands)
Feet: Two feet to run away (pointing to feet)

Two little eyes that open and close,
Two little ears and one little nose.
Two little cheeks and one little chin
Two little lips with teeth closed in.

This finger play can be sung or spoken:

Head, shoulders, knees and toes,
Knees and toes, knees and toes.
Head and shoulders, knees and toes,
Eyes, ears, mouth and nose.

It is a very active song and the children enjoy it because it gets them up and moving as they point to various parts of the body.

Games

Games may also be included in the lesson plan. Some things to keep in mind when choosing games are, that they should help the child understand the new language better, add variety to the lesson, and help the child learn new language skills.

Children have practiced listening during the years before coming to school. These skills can be capitalized on to expose the children to English as well as to develop the skill of listening.

One such game is called You Must:

The children form a circle. The leader stands in the center of the circle to give directions. Whenever he gives a direction and introduces it with "You Must" the children in the circle follow the directions.

Simon Says is a variation of the same game.

I have found that developing listening perception and auditory skill is very important in teaching English as a Second Language.

The children must hear the sounds before they can repeat them. Games provide an enjoyable way of accomplishing this.

Games can be used to teach sentence structure and plural forms, also descriptive phrases and readiness activities for reading.

The use of games, songs, and finger plays takes on a very vital role in teaching young children. They make learning fun, create a pleasant atmosphere, and keep the children interested longer.

During these activities they also hear the correct sounds of English and learn how to pronounce them. All this is done with the pressure off -- in a warm, acceptive environment.

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Editor.....Mrs. Alice Pack, Assistant Professor of English and TESL.

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Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 150. The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

A Broader Concept of Minimal Pairs

By Jason B. Alter

When the language teacher hears the term "minimal-pair", he has a strong tendency to think of the use of this device to teach pronunciation, and pronunciation alone.

In this paper I would like to discuss a broader concept of minimal-pairs, namely in the "teaching" of intonation, stress, juncture, structure, and vocabulary.

Jason B. Alter is the Director of the English Language Institute at the University of Hawaii. He is also an Assistant Professor in the Department of English as a Second Language.

Let us agree at the outset that it is fallacious to expect to isolate these various language characteristics in an actual teaching situation. That is, they cannot be taught in a vacuum, nor should they be. Thus, the philosophy of "all the language all the time" is one that the teacher should observe. Moreover, it is fitting and proper to insert an intonation drill in a structure class and vice versa.

The following two sentences can be seen to differ minimally in intonation:

A. Sam went to Harvard. (Statement, with falling intonation.)
B. Sam went to Harvard? (Question, with rising intonation.)

The Same-Different approach that is common to the pronunciation drill can also be used here, as can other variations, such as having the student identify which, A. or B., the teacher is saying, etc.

Once the student perceives the contrast, admits that it exists, the teacher can proceed to drill the production of the intonation pattern.

A word of caution: in any type of minimal-pair exercise the teacher must require that the student respond immediately. Any delay gives the student time to guess; then the teacher has no way of telling whether the student does indeed hear the contrast or whether he merely luckily picked the right choice.

Minimal-pair intonation drills should best be set in natural contexts, to give the student meaningful practice.

To insure that parroting is not taking place, the teacher should engage in spontaneous probing. In the above example, the teacher might ask: (1) Sam who? (2) Where's Harvard? (3) What did he major in?

This technique enriches any language class. Rigidity and overzealous adherence to the textbook should be avoided. Pace is vital.

A Good Example

The next example is a multi-purpose one, and can be useful for demonstrating minimal-pair differences in (a) semantics, (b) structure, (c) vocabulary, (d) stress, (e) juncture, and (f) punctuation.

A. The discussion was over whether Jim knew it or not.
B. The discussion was over, whether Jim knew it or not.

(a) Semantics: In A. the discussion concerned Jim's knowing a particular bit of information (perhaps Alice's phone number).

In B. the discussion was finished whether Jim was aware of that fact or not.

Notice the very different meanings of "it" in the two sentences.

(b) Structure: In A. "over" is functioning as a preposition, and is followed by a noun clause as object.

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Vocabulary Participation and Grammatical Formula Shifts

By Yao Shen

Two occurring sentences in present day English are "The man is beaten" and "The man is cooking." The grammatical formula of the first sentence is N + be + V+N (past participle) often referred to as the passive; that of the second is N+be+V-ing (present particple) frequently called the non-passive.

	passive:	non-passive:
N + be + V-n	The man is beaten	
N + be + V-ing		The man is cooking

Two other occurring sentences are "The man is gone" and "The meat is cooking." They parallel the first two sentences in their fitness to the formulas.

N + be + V-n:	N + be + V-ing
The man is beaten	The man is cooking
The man is gone	The meat is cooking

But as example sentences of the passive and the non-passive, the second two do not parallel the first two. "The man is gone" is non-passive, and "The meat is cooking" is passive.

The four sentences must be re-distributed, and the one-to-one relationship between N + be + V-n for the passive and N + be + V-ing for the non-passive must be revised in the following way.

	passive:	non-passive
N + be + V-n	The man is beaten	The man is gone
N + be + V-ing	The meat is cooking	The man is cooking

The re-distribution shows that in present day English, each of the two formulas may occur as both the passive and the non-passive.

On the other hand, "*The man is come" as an example of N+be+V-n in present day English is most likely not to occur, nor is "The meat is serving" as one of N + be+V-ing. The occurrence of a sentence, other than because of semantic reasons, depends upon the participation of each specific word in a particular grammatical formula.

For example: "*The man is come" does not occur, but "The man has

The spring, 1970 issue of TESL Reporter will feature an article by Dr. Yao Shen of the Department of English at the University of Hawaii, summarizing the questions raised by ESL teachers in Korea and the Philippines during her summer, 1969 assignment. She has just returned from an invitation by Ewha Woman's University in Seoul, followed by one from the Language Study Center, Philippine Normal College, to serve as a Ford Foundation Consultant in Linguistics and Language Teaching.

In addition to her numerous publications in several different countries, Dr. Shen has delivered papers at Congresses in Czechoslovakia, Germany, Greece, and Japan. Her name appears in dictionaries of scholars in England, Japan, Taiwan, and the United States. Professor Shen has also just concluded her service as guest editor of the Philippine Journal for Language Teaching, Volume VII, Nos. 1-2, the Charles C. Fries issue in memory of her late teacher at the University of Michigan in Ann Arbor.

come" does; "The meat is serving" does not, but "The meat is being served" does. However, "The man is gone" and "The man has gone" both occur, and "The meat is cooking" and "The meat is being served" both do too. "Come" and "go" participate in N+be+V-n differently, and "cook" and "serve" participate in N+be+V-ing differently. The following visual aid tabulates the information.

non-passive:	N+be+V-n:	N+have+V-n:
	*The man is come	The man has come
	The man is gone	The man has gone
passive:	N+be+V-ing:	N+be+being+V-n
	*The meat is serving	The meat is being served
	The meat is cooking	The meat is being cooked

There is a historical phenomenon which accounts for the occurrence and non-occurrence of the sentences. It involves the shifting of the grammatical formulas realized in the various participations of individual words in the grammatical formulas.

N + be + V-n occurred both as the passive and the non-passive in Old English, Middle English, and Early Modern English. Remnants are still found in present day English. N + have + V-n has been the non-passive but not the passive.

passive:	N+be+V-n
non-passive:	N+be+V-n; N+have+V-n

"I am ill and gone to bed," "The army of France is landed," and "The king is come to his daughter" in Shakespeare's King Lear (1603-1606); "We have seen the Star of the East and are come to worship him," and "When they were departed" in The Authorized Version of the English Bible (1611), popularly known as the King James' version of The Bible are examples of the non-passive N+be+V-n in Early Modern English.

In present day English, these sentences would most likely occur as "I am ill and have gone to bed," "The army of France has landed," "The King has come to his daughter," "We have seen the Star of the East and have come to worship him," and "When they had departed."

Historically there has been a shift of the non-passive form N+be+V-n to N+have+V-n. The non-passive has been gradually shifting from N+be+V-n (the same as the passive) to N+have+V-n (different from the passive).

passive:	N+be+V-n
non-passive:	N+be+V-n --------> N+have+V-n

N + be + V-ing indicated both the passive and the non-passive, and still does. "The meat is cooking" is the passive, and "The man is cooking" is the non-passive.

In present day English, the passive N+be V-ing sometimes also occurs as N+be+being+V-n, a passive formula which scholars claim did not appear until the second half of the eighteenth century. "The meat is cooking" occurring in the passive N+be+V-ing also occurs as "The meat is being cooked" in the passive N+be+being+V-n. But the non-passive N+be+V-ing as "The man is cooking" does not occur in N+be+being+V-n.

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Minimal Pairs

(Continued from page 5)

In B. "over" is functioning as an adverb, and the sentence could end right there.

(c) Vocabulary: In A. "over" means "about" or "concerning."
In B. "over" means "finished" or "concluded."

(d) Stress: In A. "knew" can be seen to bear the primary stress.
In B. the "o" in "over" bears it.

Far be it from me to prescribe stress or intonation. The language teacher's idiolect should be the criterion. Thus, one could just as well posit a primary stress on "Jim" in either of the above sentences.

(e) Juncture: A minimal-pair difference occurs between "over" and "whether", there being a perceptable pause after "over" in B.

(f) Punctuation: B. has a comma, while A. does not. The comma serves to allay the semantic ambiguity.

It is the responsibility of the teacher to select examples appropriate to the level of his class. The following is a somewhat less complicated example.

A. He's going to work.
B. He's gonna work.

In A. "work" is a noun (cf. "the office"); in B. "work" is a verb, in infinitive form. This is a powerful argument for the use of "gonna" since in this minimal-pair situation there is a definite and distinct difference in the two usages. ("Gonna" is so written to mark the contrast.) You could not use "gonna" in A.

The practicum should be the teacher's guiding light. The minimal-pair technique need not rely on elaborate linguistic terminology, nor should the teacher spend time discussing this. Whether the teacher chooses in his own mind to regard a difference as one of vocabulary or structure, as stress or juncture, etc. is somewhat beside the point.

The technique can function as a teaching tool, to aid the student in his struggle to control the language he is learning.

The teacher should not belabor the student with analysis or expect him to cope with it.

Own Informant

Often the teacher neglects to regard himself as his own informant. While this can lead to self-bias, there are frequent items that can be used to enhance the language class. Or an item can stem from something that the teacher reads, or something that he hears as he is walking across campus. In a sense, eavesdropping can be a teaching aid.

I leave with you one more example, and again urge the teacher to compile his own inventory or gimmickry, the ultimate purpose being to give his students added insight into the language; at the same time, this technique may serve as an embellishment or a divertisement.

A. The ball was hit by SAM.
B. The ball was hit BY Sam.

In A. "Sam" bears the primary stress, to indicate that he is the doer of the action. In B. the primary stress is on "by", to indicate that the ball went past Sam.

Two-word Verbs

This brings up another matter of "two-word verbs", which could be the subject of a separate article, since they are the source of considerable student (and teacher) anguish.

We could go on and on with the above example. Suppose we changed Sam's name to By (short for Byron). Then: The ball was hit by By.

If you were talking to Sam: The ball was hit by By, Sam. Etc., etc., etc.

The intent of this whole paper is to awaken the language teacher to

the multifarious vagaries of minimal-pairing, to indicate avenues of insight and enlightenment, whereby teaching methods can be more efficacious, to the benefit of the student.

The minimal-pair technique has almost limitless ramifications. The teacher must choose among them, gauging them to the needs and capabilities of his students.

Book Reviews...

Trimble, Martha Scott. Programmed Review of English. Harper and Row. 1969. Unit 1 Spelling, 154 pp. Unit 2 Diction, 135 pp. Unit 3 Writing, 395 pp. $2.95. $2.95. $5.50 (U.S.)

As stated in the preface, this series of programmed texts is not an introductory course in English although it begins on a basic level.

It would probably be useful to second language speakers only on an upper division or graduate college level.

The books are designed to assist students with writing problems, and linguistic terminology and transformational and structural grammatical analyses are basic.

This might be very confusing, partcularly the third book which deals with English grammar and syntax, to the second language student or to anyone who has been steeped in traditional terms and methods.

However, these same terms and analyses make the books extremely helpful to the English teacher or advanced student with only traditional English training.

Individual work through the programmed texts would provide a useful linguistic background and could clarify some of the newer grammatical terms used in recent English texts and journal articles for these teachers.

College students who have trouble with sound-alike or look-alike English words (such as affect-effect, emigrate-immigrate, lie-lay, etc.) should find books 1 and 2 particularly useful and those who have problems phrasing ideas into comprehensible paragraphs would want to continue with book 3.

Alice C. Pack

Brown, Thomas H. and Sandberg, Karl C. Conversational English. Blaisdell Publishing Company. Waltham, Massachusetts. 1969. 333 pp. paperback.

Conversational English is an intermediate text for learning English as a second language at American Universities, with twenty lessons emphasizing mastery of oral structures through intensive drill.

A useful appendix, and pronunciation exercises in each lesson, focus attention on the vowel, consonant, stress, rhythm, and intonation features of American English commonly confused by foreign students.

Sentence rhythm, stress, and intonation, are illustrated by dots on a relative scale similar to a musical staff.

Each lesson incorporates a short dialogue introducing structure items, cultural comments, dialogue variations, grammar presentation, pattern exercises, question and answer exercises, controlled conversation, and free situations.

Writing exercises in the form of controlled compositions have been added to the last eight lessons. The dialogues, cultural comments, and pattern drills are commendably centered around everyday situations the foreign student will encounter while attending college.

This book should fill a real need for the many foreign students who arrive in the United States with some competence in reading and at least a basic knowledge of the grammar but need practice in the oral manipulation of English structure.

David Butler

Vocabulary Participation

passive: N + be + V-ing; N + be + being + V-n

non-passive: N + be + V-ing

Historically there is the beginning of a gradual shift of the passive from N + be + V-ing (the same as the non-passive) to N+be+being+V-n (different from the non-passive).

passive: N + be + V-ing -------> N + be + being + V-n

non-passive: N + be + V-ing

Between the two sets of passive and non-passive formulas, there is a similar shifting process. The difference is that the non-passive shifts from the same as the passive to different from the passive, and the passive shifts from the same as the non-passive to different from the non-passive.

passive: N + be + V-n

non-passive: N + be + V-n --------> N + have + V-n

passive: N + be + V-ing ------> N + be + being + V-n

non-passive: N + be + V-ing

Chronologically the non-passive N + have + V-n has been consistently in the English language as early as Old English; it has been co-existing with the non-passive N + be + V-n. The passive N+be+being+V-n is a recent development; it is beginning to co-exist with the passive N+be+V-ing.

One set of four mutually exclusive sentences in present day English in their passive and non-passive are

passive:	Non-passive:
The chicken is eaten	The chicken has eaten
The chicken is being eaten	The chicken is eating

As formulas, N + be + V-n includes both the passive and the non-passive; N + have + V-n excludes the passive. N+be+V-ing includes both the passive and the non-passive; N+be+being+V-n excludes the non-passive.

passive:	non-passive:
N + be + V-n	N + be + V-n
	N + have + V-n
N + be + V-ing	N + be + V-ing
N + be + being V-n	

The sentence examples are

passive:	non-passive:
The man is beaten	The man is gone
	The man has gone
The meat is cooking	The man is cooking
The meat is being cooked	

Information on the historical shifts of grammatical formulas realized in various participations of individual words which account for the shifting process of the grammatical formulas can help in understanding the behaviors of some present day grammatical formulas with specific words. The examples used here are two sets of passive and non-passive in English.

References:

1. Albert C. Baugh, A History of the English Language, (second edition), Appleton- Century-Crofts, Inc., New York, 1957, pp. 296; 351-354.

2. Martin Joos, The English Verb Form and Meanings, The University of Wisconsin Press, Madison, 1964, pp. 91-98.

George Hunt, senior BATESL major, giving a micro lesson in beginning Samoan to other education majors. At left, Dr. Muse operates the TV camera.

Micro-Teaching...

Continued from page 1

that the teacher spoke too rapidly to be easily understood, or did not use cue gestures appropriately can quickly be discussed and viewed, and then can serve as a base for the teacher to plan for improvement.

Micro-teaching and video-taping appear to have considerable merit as techniques in improving the training of teachers.

Additional research and practice in this area should prove fruitful in further improving the training of teachers.

TESL Text Information Request

Teachers have expressed interest in the articles and lesson plans published to supplement TESL texts.

For research in the different areas covered in the texts, I am making a survey of the textbooks currently being used at various institutions in teaching English to speakers of other languages.

It would be a great service if you would fill out the blank below and mail it to me.

If you will indicate your name in the blank, I will be happy to send you a compilation of all information collected when this is completed, and place you on our mailing list to receive the quarterly TESL Reporter without charge.

Mrs. Alice Pack
Editor, TESL Reporter
Assistant Professor & Director of English Language Institute
Church College of Hawaii
Laie, Hawaii 96762

If you have textbook lists for classes, send these in lieu of information below.

Name of institution _____

Level (s) of English _____

Author (s) of text in use _____
Last First

Title of Book (s) _____

Date of Publication _____

Your Name _____
Last First

Address _____

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What Are Your Answers, ESL Teachers?

By Yao Shen

A skill which insightful teachers strive to cultivate is what poet John Keats called "Negative Capability." Negative capability enables a man to have imaginative and objective insight into the minds of other men. Keats could be referring to the speculative faculties of negative capability when he says in "Hyperion,"

. . . there grew
A power within me of enormous ken
To see as a god sees, and take the depth
Of things as numbly as the outward eye
Can size and shape pervade.

Teachers of English as a second language in a community in which English is the native language frequently wonder what could be within the minds of their fellow teachers who are non-native speakers of English and who teach English in an environment in which English is not the speech of the community. One way to help realize this negative capability is to ask such teachers directly, about the specific uncertainties that plague them. Two factors, however, often impede this: a lack of occasions on which to ask such teachers and the teachers' unwillingness to voice their problems.

Invitations from Korea and the Philippines to consult on language teaching provided an appropriate opportunity to seek out some of the problems in the minds of

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such teachers in their respective non-native English speaking communities. Since lectures are only one-direction communication, a question-answer session following each lecture brought forth some of the problems. Those who did not wish to speak up, wrote out their questions without furnishing personal identification and turned them in for discussion. Such a technique increased the output of questions both in quantity and in variety by minimizing the inhibition of the participants. Inhibition often is the primary cause of non-vocal reactions. Assistant Professor Alice Pack, the editor of this journal, was of the opinion that information in he questions could be advantageously shared by other interested ESL teachers to identify convergent and divergent problems, to weigh emphasis on various problems, and to devise possible solutions.

Lectures and discussions took place in Seoul; Manila and Quezon City; Cotabato in Mindanao. Participants were mainly high school English teachers. Others included professors of English literature and English language, language teachers other than English, and administrators from deans of graduate schools to kindergarten principals. Subjects requested to be dealt with varied from detailed matters of pronunciation to transformational grammar, language testing, writing-composition, and the latest theories in language acquisition.

The most frequently raised question have been edited (in style only) and grouped into the following nine areas. No oral questions, with the exception of one, are included as there were so many of them. The exception which is included here occurred time after time but did not appear once among the written questions. Other than that, in general, the oral questions touched the same areas as those of the written ones.

A. How important is proper pronunciation when the majority of students do not have the opportunities to use their English in communities in which English is their native language?
   1. To what extent should teachers tolerate poor pronunciation?
   2. Isn't it bad for a small group of students who have good pronunciation to be jeered at by the large majority who have poor pronunciation?
   3. Should each dialectal group keep its own pronunciation of English for local communication?
   4. Would you be against the idea that dialectally different groups should keep their respective local pronunciation of English so that others can identify each as (name of dialect) English?

B. If, as some recent socio-linguists say, most adult native speakers of English produce ungrammatical sentences, then should we also teach ungrammatical sentences?
   1. Which group of adults are they referring to?
   2. What do they mean by ungrammatical sentences?
   3. Which kind of ungrammatical sentences should we teach?
   4. Do transformational grammarians consider the kind of ungrammatical sentences referred to here as grammatical, ungrammatical, or agrammatical?

C. How useful is transformational grammar in teaching English as a second language?
   1. In what way can transformational grammar benefit non-native speakers of English when neither the teachers nor the students have the "native intuition" called for in working with transformational grammar?
   2. Why are some language-teacher-trainers buying and selling transformational grammar when no transformational grammarian has as yet analyzed a single language?
   3. It seems that transformational grammarians are getting farther and farther apart among themselves. What is the cause of this phenomenon? Don't they have common ground to work on?
   4. What is Chomsky doing nowadays? Has he forsaken his flock? Or is he changing his mind again the way he did between *Syntactic Structures* and *Aspects?*
   5. Why do transformational grammarians speak so unkindly of the "structuralists" when at the same time they use a fantastic amount of the research results of the structuralists right and left?

Continued on page 8

I Am A Mouth

By George Hunt

I am a Mouth. I work under the direction of a brain belonging to a Samoan. I am a lucky mouth, because my brain has taught me how to speak English, and although some of the sounds were hard for me to make at first, my brain made me practice until I could make the sounds it wanted me to make without too many mistakes on my part.

Are you a Samoan? I hope you realize just how hard your brain has to work when you speak English. Your mouth has a hard time, too, you know, because some of the sounds it has to make, it has never needed to make before in Samoa. Let's try this, for example:

"My brother put a big pig in the truck." Your brain had to work very hard to keep your mouth from saying "My bradder pud a pick bick in da trug." Samoan mouths usually don't have to make a few of those sounds, and so they either can't make them at all, or they make them in the wrong places.

I understand some of the problems your Samoan mouth has because I had a few of them myself, so why not let me help you. We'll try those [p]'s and [b]'s again. The difficulty here is that in Samoan we have only one sound to make, [p], but in English there are two sounds, [p] and [b]. I don't really blame your mouth for not wanting to work overtime on two new ones. First you have to decide which one you need, then you have to concentrate on saying it correctly so that they don't sound the same. A lot of unnecessary bother, you say? Perhaps, but that's English.

We could try this: First, hold your hand a little way from your mouth, and say "palusami". Your hand didn't feel anything did it, because there was no little breath of air when you said the [p]. Say "paper". That time you should have felt a puff of air on your hand twice---one for each [p] you made as you said the word. Now let's try to see the difference. Hold a piece of paper in front of your mouth, just like you did with your hand. Now, when you say "paper" you can see the paper move with your breath if you are saying it correctly.

You will have to practice saying words with [b] in them to get the sound right---it is not hard to make, but you must think carefully before you say it, so that you do not confuse it with a [p].

The lip position is the same but your vocal chords vibrate when you say [b].

Here is a sentence for you to try: "Peter picked some peas and beans and put them in a bucket."

If you put your fingers in your ears and say the sentence again, you will be able to hear a humming noise and feel the vibration as you say the words with [b] in them, like "beans" and "bucket".

[d] and [t]

You can try this same test as you practice saying words with [d]. In Samoan, you are used to using [t] without a puff of air, so when speaking English, because you find the [t]'s easy to say, sometimes your mouth gets lazy and wants to say a [t] all the time instead of putting in the [d]'s where they are supposed to go. When you say [d], your mouth does almost exactly the same thing as when saying [t]; there is only one difference - the vocal chords vibrate and make the humming sensation again when you say [d] correctly. Practice saying words like "trot" and "trod", "tread" and "dread", "down" and "town".

Say "Donald took a trip downtown". Try to remember not to use a Samoan [t] for both the English [t] and [d].

[k] and [t]

There is no [k] in the Samoan alphabet, but it is easy for you to say because you often exchange it for the [t] in Samoan

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when speaking with your friends; thus you often say "kaina" and "keine" instead of "taina" and "teine". This makes it easy for you when you say English words like "cake" or "candle", but once again you must be careful not to use this sound instead of the voiced [g] sound in English in words like "garden" and "game".

[g] and [k]

In Samoan, the written [g] is really an [ŋ] sound like you would find in the words, "singing", "ringing", "swinging", etc. The nearest sound to the English [g] then, is the [k], and because this is easy for you, your mouth often does not bother with the new sound [g]; instead it says "came" when you mean "game" or "crab" instead of "grab". Try this: "Gilbert caught a cold after going to the game."

With your fingers in your ears again, you can easily tell the difference between "came" and "game", "come" and "gum", "could" and "good", "curl" and "girl". There is a big difference in the meaning of these words, so try to make a difference in the sound of the words by practicing to say your [g]'s and [k]'s clearly.

[d] and 'th'

There is one last sound which seems hard for mouths to remember. Unlike some other foreign speaking people, we Samoan mouths can say "church" and "chicken" easily enough, but our tongues get lazy when it comes to saying "this", "that", "these", and "those". Here is one time that we say [d], and it is the wrong time. We should say, instead "th"—a funny sound which is made by putting the tongue between the teeth. People who study these things call this sound an "interdental fricative" which is either "voiced" or "voiceless". You needn't worry about that, however, just keep the Samoan [t] and the [d] out of "them", "the", "these", "then", and words like them.

A different sound is made in words like "thin" and "think" and "thong". These are the "th" sounds which are called voiceless, and you can tell that when you put your finger in your ears again, and listen to the difference between "feather" and "thus", and "thick" and "thin".

We have talked about seven different sounds, sounds which Samoan mouths find hard to make, or else make in the wrong places. These are sounds which will make a big difference in the way you speak English, and which make it easier for people to understand you.

Practice Often

You will need to practice often: Talk to your friends in English; read aloud; think carefully about what you are saying and what you really want to say. You may need to produce each sound slowly at first to get these sounds correctly; then try them rapidly in English sentences. Don't develop bad habits by making the wrong sounds just because they are the easy sounds which you are used to.

There is a lot of work ahead for you and your mouth, but you can both learn to speak these English sounds correctly if you try. I know, because I am a mouth, and I am a Samoan and I have learned them.

New Look

The new look in this issue of the TESL Reporter is attributable to a modernized type composing system installed at The Church College of Hawaii's Publications Department in January.

It is an IBM Magnetic Tape Selectric Composer System which conveniently allows the variety of body types appearing in this issue.

Readers interested in printing may like to know that the body type used in TESL Reporter is 10 point Press Roman Medium and that all type smaller than 12 point has been set on the MT/SC System.

Headlines have been produced on the new A-M Varityper Headliner.

The MT/SC System replaces a Friden Justowriter system which has been used for college publications since 1963.

Coming

In the Summer 1970 issue of the TESL Reporter:

"Repeatability and Reduplication" by Dr. Peter Fries, University of Wisconsin.

The Schwa

By Lurline H. Coltharp

One of the sounds of English that causes problems is the schwa, the lax mid-central vowel. These problems may be classified in several categories. A clear understanding of the differences involved will help the teacher in preparing the student to use English effectively.

One of the problems involves reading. The student must realize that any of the five vowel graphemes can be used in spelling to indicate the vowel sound that should be pronounced as a schwa: above, label, raisin, labor, and walrus. This knowledge may help the student in both reading and spelling.

A second problem is providing a proper lexical interpretation for schwa. It is used with "n" [ən] to mean the word "an" as in "an apple," but the same [ən] is also used to mean "and" as in "cup and saucer."

Lurline H. Coltharp, Associate Professor at the University of Texas at El Paso, is the author of The Tongue of the Tirilones: A Linguistic Study of a Criminal Argot. (The University of Alabama Press. Number seven in their Linguistic and Philosophical Series) and numerous articles in Linguistics.

She has produced the taped series "Lecture Tapes for Study Skills," I-VII.

Schwa is used alone to mean three different words. It can be used for the word "a" as in "a cup" [kəp].

In addition it is used to signify the word "of" as in "a cup of coffee" [kəpə]. A third word represented by schwa in normal speech is "have" as in "could have gone" [kudə].

Difficult as these lexical interpretations may be, perhaps it is even more difficult for the non-native speaker to gain mastery of the schwa as a structure signal.

The schwa is used in many compounds for elements that receive weak stress. As an example, the word "man" is normally pronounced with an ash, but in the compound "policeman" the second element is [mən]. If the student is to master normal speech, he must learn two pronunciations, one for a word as a single element and another for the same word when it is used in a compound. Another aspect of the problem of structure signals is in the pronunciation of verbs. When used as single verbs, "have," "has," and "can," for example, are pronounced with an ash as in the sentences: "I have a book." "He has a book." or "Yes. He can." However, when they become one element in a two-word verb phrase, the ash is replaced by the schwa. "They have gone." [həv] "He has gone." [həz] "He can go." [kən] And, as has been seen, the word "have" may be pronounced as [ə] in a three word verb phrase, "could have gone." A student should be able to interpret these changes as structure signals.

The teacher faces many problems in helping a student gain control of the English language. The schwa is only one sound, but it is an important one. The difficulties have been divided into those involved in reading and spelling, those involved in lexical interpretation, and those involved in structure signals. A knowledge of these divisions can be of great practical advantage to the teacher in evaluating the level of competence of a beginning student, in preparing drills, and in preparing tests to determine the results of training.

TESL REPORTER

A quarterly publication of the English Language Institute and the BA-TESL program of The Church College of Hawaii.

Editor.....Mrs. Alice Pack, Assistant Professor of English and TESL.

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Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 150, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

Yes-No Questions and the

By Alice C. Pack

ESL students who have been taught yes/no questions with auxiliaries and modals frequently do not respond to disjunctive questions unless the questioner pauses before and after the *or*--an artificial intonation.

TESL teachers whom I have questioned almost unanimously agree that most students, even at advanced levels, answer yes or no when asked such ordinary questions as, "Do you want coffee or milk?" and "Are you going today or tomorrow?"

Interviews

When no experimental data could be found to substantiate these assertions, questions were inserted in oral interviews with foreign students at the Church College of Hawaii. Originally eight questions, using two modals (can, should) and the auxiliaries (be, have, do) were included, but an artificial situation was created when more than four of these types of questions were used. Original questioning was done in midsemester after the questioners had become acquainted with the students--another drawback to the experiment.

Four questions were finally selected from the original eight for a new experiment--one using a modal, one using the auxiliary be, and two with the auxiliary do. One of the questions had a permitted substitution for students who might have just arrived on campus and were not yet employed. Questioners were ELI Instructors or mentors assigned by the foreign student counselor to assist these students with registration, orientation, etc. As a control the phrases preceeding and following the or were to be reversed in every other interview. Intonation used by the questioner was to be the regular rising, falling pattern used in yes/no questions--the one considered normal for this type of questions.

Results

It was difficult for the examiners who were used to working with foreign students to ask the questions in the prescribed manner during regular orientation and placement interviewing sessions. The effort to communicate usually took precedence over testing objectivity so all the desired data was not obtained. However, the questions elicited some general conclusions.

The majority of new students answered yes to all the questions they were asked (regardless of order) and the questioners had to ask each part of the *or* question separately to determine which of the two choices was indicated by the student.

Some of the yes answers seemed to be the agreement yes which second language speakers often give to indicate understanding when a conversationalist pauses,(when they usually don't understand but would feel embarrassed if they admitted the fact).

An occasional intermediate student and a few advanced students gave the indicated English responses, but these were a minority group. They often answered yes, and then completed the statement with one of the or choices.

Another problem with this question experiment was that new students often brought junior or senior students who spoke their native tongue to help them with registration and then turned to them for information or for confirmation when they answered any question. Students, familiar with the college and the mentors, were almost the only ones who would ask for a repeat of a question. Others might occasionally say, "I don't understand."

Written Assignments

College students' confusion in written work involving these disjunctive or questions is verified by an examination of their work in a text that requires the substitution of affirmative statements for questions using modals and auxiliaries (including do) in regular yes/no questions. Students were instructed to omit a yes or no and write long affirmative answers, which would result in a well written paragraph. Three different assignments had an *or* choice inserted without instructions to make a choice. Four out of five intermediate (Michigan written test scores 70-75) students wrote the

Disjunctive Or

following sentences in their paragraphs and essays:

"I warmed up coffee or tea."

"I went to an inn or I slept outdoors."

"I stayed inside the Observation Tower or went outside on the eighty-sixth floor."

"The river grew deeper or more shallow the further Hudson went up the river."

College students on a beginning level (Michigan test 35-60) answered written question on a listening exercise in the following way: "Is it hard or soft?" "Yes, it's hard." "Is she in America, in Asia or in Europe?" "Yes, she's in Europe."

Textbooks

All textbooks listed in the TENES report indicating use by five or more colleges were examined for the use of *or* in instructions, sentences, and questions for both student recognition and production. Many of the texts used *or* for instructions and had a few questions with who or which and an *or* choice, but most had no recognition or production coverage of questions using an auxiliary or modal and the disjunctive *or*. Those which did simply inserted these questions among other types without reference to the differences in structure.

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Only two of the books examined had any significant coverage. One was a section of Intensive Questioning that included a series of *Or* Questions with those on *Wh* Questions and Yes/No Questions. However, this book came late in a series (No. 4 of a series of 6 books covering beginning to advanced English as a Second Language) and the following book in the series, which gave an intensive review of the *Wh* and Yes/No questions (also introduced in earlier books), failed to list a single *Or* question.

One book had a lesson with a reading exercise describing the playing of a game. "What is the object?" Included were nine questions with "Is it" and an *or* choice. (Is the object inside the room or outside? Is it in front of me or behind me? Is it large or small? etc.) Answers were given for the questions and 15 conversational questions followed the reading with "Is it....: or ....?"This exercise did not include any questions with do or the modals and there was no review. When five of ten questions in a lesson on contractions included an *or* choice with "Would you rather have". After the *or* the word "than" was given in parenthesis (Would you rather have tea or (than) coffee?) as a help. Earlier instructions were given to answer some questions in the affirmative using complete sentences. Included was the question "Do you like to drink coffee or tea?"

Daily Use

It is necessary to teach TESL students to recognize and reply correctly to these disjunctive questions because they are an integral part of everyday American English. One cannot order a meal without the inevitable "Do you want coffee or tea?" "Pie or cake?" Purchases in any department store immediately invoke "Is this purchase cash or charge?" or "Do you want to charge this item or pay cash?" When one travels the place selected may require a choice even though a ticket to a definite destination may have been requested. (In the following example--New York) "Do you want to go to Chicago or straight through to New York?" "Do you want to stop en route in Denver or Chicago?" Then comes the inevitable choice of first class, tourist, or economy flights on planes; roomette, pullman, or coach on trains; first class, second class, tourist, or deck on ships, etc.

Even dating can become a problem to the student when one is confused with such questions as "Shall we go to the show or bowling?" "Would you like to eat now or later?" "Do you like ---------- or ----------?" (With a choice of activities, foods, movies, etc.)

Advanced students in English often lose all confidence in their ability to

Continued on page 12

Your Questions—

continued from page 2

D. If, as some of the recent psycho-linguists claim, a child does not learn language by imitation, how does he learn it according to them?
   1. Does this mean that when a child is left alone without hearing anyone saying anything he can produce a language on his own?
   2. If two children are left alone by themselves without hearing anyone saying anything,
      a. Would they be able to increase any of the vocabulary used by others?
      b. How would they learn the modals?
      c. How would they know the inflected forms, especially the irregular ones?
   3. How come a child growing up in a Mandarin speaking environment speaks Mandarin but not Tagalog, and a child growing up in a Tagalog speaking environment speaks Tagalog but not Mandarin?
   4. Does a second language learner acquire his second language by imitation or does he not?
   5. I refuse to believe that there is no imitation. There has to be some. Don't you think so?

E. When should we begin to teach reading?
   1. Would it be psychologically right to teach reading (of two different languages) to grade one pupils at the same time, especially when one is phonetically spelled and the other one is not?
   2. We teach elementary school students oral English, and they enjoy it immensely. Beginning junior one (seventh grade), we teach reading. How they hate reading. Because they hate reading, they gradually stop speaking. Many end up hating English as a subject. What can we do about it?

F. Don't you think that too much time is spent on oral drills, and how about the written aspect of the language?
   1. Structure, mode of paragraph development, and organizational pattern are some of the items that may be controlled in the teaching of writing. Can you suggest others and elaborate on them?
   2. Teaching English composition has always been a very vexing part of the instructional program--English. How can the teachers as well as the students be helped along this line?
   3. What type of controlled writing can we give in the high school or in college?
   4. I would allow pupils to talk as much as they can, provided they speak good and intelligible English. Unless the pupils can't express anything, don't you think controlled composition will just cramp pupils' ideas.

G. What norms should an English teacher follow in teaching English to non- native speakers?
   1. Is there such a thing as formal or informal English?
   2. In the Philippines, the learning of English as a second language is motivated *mainly* by a desire to understand the language of instruction and *not* to use it for communication. At this juncture, what should we stress: the stilted English language patterns, structures and words used in textbooks or the patterns and vocabulary used in conversational English?

H. How bad is it to use students' native language in class?
   1. I have spent a lot of time using English to explain. When the level of English of my students is very low, they don't understand what I am saying. Then I waste time and feel discouraged. Now I use our native language to explain. Some people think it is bad, because I interrupt the students' listening to a stream of English. But my students know what they are supposed to do. What is your opinion?
   2. Sometimes I tell my students a little story in our native language, and then ask them to write it out in English. I find students enjoy doing it. They talk to teach other about the story in English, frequently in bad English, I admit. I am also upset

by the idea that I may be making them associate their native language with English. Is what I have been doing something to be discouraged?

I. What is your opinion concerning the use of audio-visual aids in a language learning class?

1. We cannot afford to buy those so-called up-to-date electronic gadgets. Will not using them promote bad English production? To what extent have such gadgets been proven successful in teaching language in general, besides the obvious fact that businessmen have made a lot of money?
2. How do I distinguish between the language teacher who spends so much time using all sorts of audio-visual aids and the teacher who teaches audio-visual aids?

It must be remembered that the purpose behind this write-up is to share present day information for constructive future planning. Learning on the part of the students and teaching on the part of the instructors involve ever-moving and ever-unfolding processes: we may recall what King Arthur said to Sir Bedivere before his passing:

The old order changeth, yielding place to new,
And God fulfills himself in many ways,
Lest one good custom should corrupt the world.

While "to see as a god sees" remains a harsh demand, to know some of the present problems might help direct language teacher to

...rise on stepping stones
Of their dead selves to higher things.

Dr. Shen left her replies out. She is sharing these questions with us with the hope of receiving responses from you. We will be happy to publish short pertinent, precise answers.
(Typewritten. double-spaced, 1 to 3 pages)

Summer School

The Aloha Summer Session catalog of the Church College of Hawaii lists the following classes which might interest teachers or students of ESL. The regular session is June 17-July 25, 1970.

Education 597 Workshop In Teaching English As A Second Language (3)

Section 1-June 15 to 26, 8:00-12:00 Daily, Room 39.

Section 2-June 29 to July 10, 8:00-12:00 Daily, Room 39, A. Pack

This course is designed to acquaint the classroom teacher with the basic principles and practices of English and a second language. Teachers from Hawaii will find many points especially useful in handling students with multilingual and/or pidgin backgrounds. Creation of practical teaching lessons and materials is emphasized. No prerequisite.

Linguistics 300 Introduction to Linguistics (3)

12:45-2:45 MWF, Room 80, Butler.

This course provides a basic introduction to descriptive linguistics and its terminology. Course work includes phonology, morphology and syntax, and descriptive and transformational approaches to teaching English grammar. It is an excellent background coourse for the study of any language, including English. No prerequisite.

ELI 105 Foreign Student Skills Program (2)

7:00-9:00 Daily, Room 44, Butler.

This course is for foreign students who need preparation to take Freshman English classes. It will aim at building skills in Library use, dictionary, vocabulary, listening, note taking and others.

Education 525, People of the Pacific Islands Workshop (4)

Between 9:00-2:45 Daily for 3 weeks, Laird.

English 321 Literature in Polynesia (2-4)

9:10-11:10 T Th Room 71A, Blankenship

UH Graduates Visit CCH

Among the numerous visitors to The Church College of Hawaii in February were this group of graduate students from the University of Hawaii MATESL program who spent two days of their interim study here examining the English Language Institute and BATESL program. Mrs. Pack and Mrs. Benioni are pictured with the group.

Book Review

Rutherford, William E. *Modern English.* Harcourt, Brace, and World. New York, 1968. 482 pages. Hardbound. U.S. price: $8.50.

Modern English is a textbook for college-level foreign students who have had previous training in English. As the most ambitious attempt so far to apply the insights of generative-transformational grammar to the practical problems of teaching English to foreign students, it should be a book of considerable interest to TESL teachers.

The twenty units of the book provide ample material for a two semester or three quarter course of study. There are also two preliminary units for students who need a review of the fundamentals of English structure.

Each unit contains three parts. The first part begins with a dialogue introducing the structural patterns to be learned in the unit, continues with utterance discrimination and utterance contour drills that reveal the sound contrasts basic to understanding, and ends with a short section for memorization. Part two of the unit contains five sections on grammar; each introduces a basic point of grammar and provides a variety of oral drills to fix the concept. Part three has a short reading selection and written exercises to further reinforce the grammar of the unit.

Although teachers and students accustomed to the explanations and drills of traditional grammar or structural linguistics may well be initially frustrated and somewhat disoriented by the novel terminology and techniques of this book, the excellent organization and new insights offered in *Modern English* deserve a wide audience.

David Butler

Classroom Use of Language Records

By Ernst Peutl

It may appear somewhat anachronistic in the age of the language laboratory to write on the classroom use of language records, and it is even superfluous when a native speaker of the language is at hand. But teaching conditions are not always as favorable as we would like them to be and more often than not a native speaker is not available. Indeed, in developing countries even a good language record and a record player may be something of a luxury.

In the following article the attempt will be made to show how grammophone records were used as surprisingly effective teaching aids with German-speaking students, both teen-age and adult, at an intermediate stage of proficiency.

Students had already acquired a good knowledge of basic grammar and vocabulary. The objective was (a) to introduce them to listening to and understanding a native speaker of English, (b) to enable them to reproduce orally and in writing what they had heard, and (c) to make them use it in a slightly changed context so that eventually they would be able to understand English-language broadcasts and discuss them.

Dr. Ernst Peutl received Foreign Language Teaching Degrees and his Ph.D. from the University of Vienna, Austria. He spent one year at the University of Arkansas as an exchange student and in 1965/66 was a Visiting Fulbright Lecturer on German at Clemson University, South Carolina.

He is currently professor at the Institute of Higher Adult Education, Vienna, Austria, teaching English as a second language and Latin.

The texts recorded were mostly taken from American and British magazines for teen-agers, such as "My Weekly Reader Young Citizen", and dealt with concrete topics.

Before being presented, the material of the records was divided into relatively short sections, the sentences of which were split up into semantic units each containing a limited number of words and expressions.

At first the entire section to be covered in a period was played to the class to enable them to adjust to the speaker and his pace. The first reaction of the listeners was usually perplexion. Upon re-play this attitude changed to curiosity in the text presented.

The next step was to turn the students from purely receptive listeners into active recipients of what they had heard. To accomplish this a small sub-section was played and re-played until some of the students were able to reproduce it. The teacher explained in English whatever new vocabulary had occurred, and had it written on the blackboard. Then the next unit was tackled and dealt with similarly, until the whole section was covered. When it was then re-played most of the students were usually able to follow the speaker– which gave them a not inconsiderable psychological boost. During the rest of the period the class members were asked to re-tell what they had heard with the teacher filling in whenever gaps occurred.

Provided with the new vocabulary and having a fairly good idea of the contents of the text, the students were then required to write down what they remembered at home and hand in their work prior to the next lesson. Thus the teacher could easily see what had given the students the greatest difficulty. As they had no recourse to either text or record this was a fairly reliable test.

In the next lesson the section covered the preceding time was played again and, by means of carefully prepared questions, the students were questioned on details. Whenever there was native language interference or a lack of clarity the particular unit was played and re-played until students were quite sure of its meaning and could reproduce it without fault. Through this repeated presentation the class had their attention focussd on specific problems and eventually they were able to reproduce the text independently and without attempting to translate from their native language.

This procedure was repeated with other sections of the record, and when finally the

text was mastered by the majority of the class they were given the original in print for further work and exercises.

It goes without saying that there can be no hard and fast orthodox rule to the method outlined above as the needs of each class have to be taken into consideration but, basically, the same approach is applicable in most situations. A tape recorder with a counter is a considerable advantage as it eliminates the difficulty in properly handling the pick-up. It is also handy in recording original radio broadcasts in case suitable language records are not available.

What then are the main features of this approach?

(1) Very intensive monolingual practice,

(2) aural-oral methodics combined with writing practice,

(3) improved pronunciation through intensive exposure to a native speaker and

(4) gradual training to follow a native speaker at a natural pace.

Yes-No Questions

Continued from page 7

communicate with native speakers because of the confusion that results from questions like these. Had they been taught these disjunctive *or* forms and then drilled as they were in other English structures, much of this confusion would not occur.

Because current texts have so largely ignored yes/no question and the disjunctive *or*, sample lesson plans are being written on this structure and will follow in a future edition of the TESL Reporter.

The English Language Institute of The Church College of Hawaii has added a new member to its faculty. She is Juanita N. Benioni, shown above with her husband, Patoa, and son, Terangi.

Mrs. Benioni attended the Kamehameha Schools, Honolulu, Hawaii and Venice High School, Los Angeles, California. She is a recent graduate of The Church College and received her degree in BATESL.

Please send answers to the textbook questionnaires to the editor immediately. The summer issue will carry a preliminary survey of TESL materials currently in use.

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On Repeatability and Reduplication

By Peter H. Fries

It frequently occurs that a function within a construction is described as being repeatable. (Note: The style of grammar I will use here distinguishes between a function and the fillers of the function. Terms such as *modifier, head, determiner, subject,* and *predicate,* etc. are labels for function, while terms such as *adjective, adjective phrase, noun phrase, clause, noun,* etc. are labels for classes which are fillers of functions.) The article "English Word Order" by Alice. C. Pack presents a chart of the English noun phrase where each of the 13 columns may be taken as representing a function while each of the words in the columns is a potential filler of the function. The modifier functions of the noun phrases such as *the thin rectangular card* and *the blue translucent fishbowl* in which *thin, rectangular, blue* and *translucent* all fill a shape modifier function (*thin* and *rectangular*) or a color modifier function (*blue* and *translucent*).

Dr. Peter H. Fries is an assistant professor in the Linguistics Department at the University of Wisconsin. He serves as TESL representative for Region V in the National Association of Foreign Student Affairs. (NAFSA).

Sometimes apparently similar examples are also cited to demonstrate the repeatability of the modifier functions. These examples involve repetitions of identical words, such as *a round round ball* and *a blue blue ocean.* If we consider only the sequences of words in the examples cited so far (with no regard for the meaning they convey) one might say that the two occurrences of each modifier function are independent: usually they differ (as in *thin rectangular card)* but occasionally they are identical (as in *blue blue sea).*

The semantic interpretation of the two types of examples presented indicates that they are not parallel. When the two fillers are different, the two modifiers cumulatively modify the head noun. When they are the same, one merely intensifies the other. Several types of formal evidence support this distinction.

1) One reason to distinguish between the two types of repeatability (let me call them repeatability (the first example) and

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reduplication (the repetition of the identical lexical item)) would be to find a word which may be reduplicated, but which does not occur in a repeatable function. It seems to me that the occurrence of *very* in the intensifier function of the adjective phrase is exactly this sort of situation. We find

a *very big* boy
an *awfully big* boy

but not

**an awfully very big boy*
**a very awfully big boy*

The last examples show that the function is not repeatable. On the other hand we do find

a very very big boy
an awfully awfully big boy

These examples show that *very* and *awfully* may undergo reduplication.

2) Another reason to distinguish the two types of repetition is the effects of many repetitions of the function or the fillers. If the modifier function is repeated many times within one noun phrase, the result may be hard to understand but it does not automatically become funny.

The old delapidated big red barn

Four repetitions of *very* or *blue*, on the other hand, produce a comical effect rather than any addition in meaning of the type gained from repetition of the function.

the very very very very big barn
the blue blue blue blue sea

3) Reduplication does not co-occur with any other filler of the intensifier function within the adjective phrase.

**the very old old man*
**awfully big big barn*

This is formal evidence that reduplication is a type of intensifer, similar to *very* or *awfully*.

4) Finally, it is useful to note that only certain words may undergo reduplication comfortably. Within the intensifier function of the adjective phrase we find the following words undergoing reduplication: *very, awfully, really, quite, real,* and *terribly*. The following fillers of the intensifier function of the adjective phrase do not undergo reduplication: *pretty, fairly, such, rather,* and *most.*

Similarly, while the modifier function of the noun phrase is repeatable, only certain fillers within that function may undergo reduplication:

a big big barn
an old old house
a narrow narrow channel

but not

**a young young man*
**an historical historical society*
**a rectangular rectangular card*

By contrast there is no limitation on what fillers may occur within repeated functions. The adjective *blue* may occur in a color modifier function whether or not there is another color modifier immediately preceeding or following. There are, however, restrictions on what color modifiers may co-occur within the same noun phrase. One may find *the blue translucent fishbowl* but probably not *the blue orange fishbowl.*

Note that sequences like *blue-green* and *bluish-green* are taken not as sequences of two color modifier functions

color modifier	color modifier	
blue	*green*	*fishbowl*
bluish	*green*	*fishbowl*

but as complex fillers of the same color modifier function

color modifier	
blue-green	*fishbowl*
bluish green	*fishbowl*

That is to say *blue* and *orange* cannot co-occur within the same noun phrase, where as *blue* and *translucent* can. Co-occurence restrictions of this type are different from the restrictions on reduplication mentioned above, since every word or phrase which may occur within the color modifier function may co-occur in the same noun phrase with at least some other filler of that function. In terms of the examples above, we find that *blue* and *orange* cannot co-occur in the same noun phrase but *blue* and *translucent*, and *orange* and *translucent* may.

The conclusion to draw from this discussion is a) reduplication and repeatability are to be distinguished b) repeatability is a feature of functions while reduplicability is a feature of word items and may be a filler of a function and c) reduplication (in the adjective phrase at least) is a kind of intensifier.

References

1) Alice C. Pack. "English Word Order" **TESL Reporter**, volume 3, pp 6-7, (1969).

2) W.C. Watt. "English Reduplication" **Journal of English Linguistics** volume 2, pp 96-129 (1968).

Action Games in TESL

By Joe C. Guerrero

The following action game was designed on the elementary school level to teach (1) the phonological [t] in final position, (2) correct verb forms for present and past action, and (3) the use of do with the negative.

Select action verbs like the following: dance, hop, skip, jump, walk, clap, kick, touch, etc. Be certain that all are regular verbs and end in voiceless consonants so the final consonant sound in the past tense will be [t].

To start the game assign children to do one of each of these actions. Each child will in turn say what he is doing as he does it. "I'm dancing." "I'm hopping." etc. After he has said it, let all the class tell what that child is doing. "He's dancing." "John's dancing." Follow the same procedure with all, giving each student's name and action.

When everyone has had a turn doing the action and saying what he is doing, tell them to stop and have someone ask a question about the past action. "Did you hop?" might be asked of the child who was dancing. He should answer, "No, I didn't. I didn't hop. I danced." The class should repeat, "He didn't hop. He danced." Continue in a similar manner with each of the children until all of the actions have been covered. As the students speak, listen for [t] at the end of the past verbs and watch for the simple verb with the negative didn't.

Repeat Drills

If the class learns the drills correctly rather quickly make the game more difficult. Tell the class what someone is doing, naming a wrong action. i.e. "John clapped his hands." (John was dancing) Have half the class ask the question, "Did John clap his hands?" The others should answer, "No, John didn't clap his hands. He danced." etc. Again listen for the sound [t] on the appropriate word and no sound [t] on the verb with didn't.

Have each child do any action. Use the same drills and procedures. You won't know what a child's action is so ask about any action and he will tell you what it was with the correct response. If asked, "Did you skip?" the child would reply "Yes, I skipped." if he had done this action. If he hadn't he would say, "No, I didn't skip. I ————————(naming the correct action.) Again watch for the sounds of the past in the verbs. If a child replies in the present instead of the past (don't for didn't or dance for danced) or substitutes the sound of [d] for [t] correct him by repeating the correct form, and then ask the question again.

Joe Guerrero, a native of the Marianas Islands, Trust Territory, is an Assistant District English Language Specialist in the Ponape District. He attended a special summer session in TESL methods of non-native English speakers at The Church College of Hawaii. This lesson plan, based on problems he has encountered with his students, was written during the workshop. (See group photo, TESL Reporter, Fall, 1969.)

Another variation is to have the children question each other. One child performs an action and says what he is doing. i.e. "I'm dancing." He then stops the action and asks, "What did I do?" Another child will answer, "You danced, what did I do?" This would give an opportunity for all the students to participate at the same time. The teacher could walk around the room listening to various conversations, helping where necessary.

Children might perform any action and then stop and ask another child a question like "Did I hop?" The answer would be either, "Yes, you hopped." (if the child performed the action), or "No, you didn't hop. You ————————(naming the action)" (if the child did something else).

Continue with these games until responses are given quickly and acceptably.

Continued on page 8

1970 CCH BATESL GRADUATES

MICHAEL FOLEY

Michael was born in Salem, Oregon but attended elementary and East High School in Salt Lake City, Utah.

After completing two years of undergraduate work at the University of Utah Mike spent two and one half years in Samoa as a missionary for the Church of Jesus Christ of Latter Day Saints. After his return Mike decided to enter the TESL field and transferred to The Church College of Hawaii.

He has been a special instructor at the college for the past year, and also directed the Samoan zone of the Asian and Pacific Intensive Language Training Mission. He was valedictorian of his class and graduated magna cum laude.

He is presently TESL consultant to Kentron, Hawaii, Ltd. He has accepted a full-time East-West Center grant to work on a master's degree in TESL and Intercultural Communications.

He is married to the former Sally Ann McShane of Pearl City, Oahu.

ROPETI LESA

Ropeti was born in Satitoa, Western Samoa. He attended the Maris Brothers School (elementary) and Pesega High School (The Church College of Western Samoa).

Ropeti came to CCH in September 1964 and originally majored in Industrial Education. He changed his major to TESL in 1968 and completed his requirements in December of 1969.

He is presently working in the TESL Program at Kaaawa and Hauula Schools.

He plans to go on for a master's degree after two years of teaching experience.

Ropeti is married to the former Phyllis Henley and has one son.

THE BATESL

Candidates for the degree program must complete all general and area requirements for a regular bachelor of arts degree. Americans and other native speakers of English are expected to acquire some knowledge of the cultures and languages of Polynesia and/or the Orient. Non-native speakers of English pursue competence in English throughout their entire undergraduate program.

In addition, all majors must complete at least four semesters of an approved foreign language. (Foreign students may count English as a foreign language.)

All students must take the normal sequence of education classes if they wish to become certified teachers in TESL and in English. Supervised teaching in TESL is done in the multi-racial public schools of Hawaii.

JUANITA BENIONI

Juanita was born in Honolulu, Hawaii. She attended the Kamehameha Schools in Honolulu and graduated from Venice High School in Los Angeles, California.

She originally majored in English but changed to TESL in 1967.

She has been teaching during her senior year at The Church College of Hawaii in the ELI Department.

Juanita and husband, Patoa Benioni, have signed two year contracts to teach in America Samoa.

She has entered the Master's degree program in TESL at the University of Hawaii.

CURRICULUM

REQUIREMENTS INCLUDE THE FOLLOWING FOUR HOUR COURSES:

LINGUISTICS	205	Phonetics and Phonemics
	305	Morphology and Syntax
	405	Advanced Linguistics
ANTHROPOLOGY	310	Polynesian Culture
ENGLISH	220	Criticism of Shakespeare
	310	Shakespeare and Contemporary Dramatists
	320	Amer. Lit. to 1900: Major Authors
	321	Literature in Polynesia
	329	Twentieth Century Lit.
METHODOLOGY	466	TESL Methods
	499	Supervised Student Teaching in TESL (10 hours)

GEORGE HUNT

George Hunt was born in Vaitaloa, Western Samoa and attended Apia Primary and Pesega High Schools. He came to Hawaii in 1962 and attended Kahuku High School.

Originally a physical education major, (throughout his college years he was a star varsity rugby player) George changed to an English major and then entered the TESL program when it was introduced at CCH.

During the past semester he has been a TESL instructor at Laie Elementary and Kahuku High Schools, in addition to conducting an early morning ELI class at CCH.

George is married to the former Bethel McKinnon of Australia and is the father of two girls. He has signed a contract to teach English at his former school, The Church College of Western Samoa (Pesega Secondary).

CCH BATESL graduates

Language Acquisition

By Nancy Arapoff Cramer

(An answer to question D in Yao Shen's article, "What Are Your Answers ESL Teachers?") (See TESL Reporter, Vol. 3, No. 3, Spring, 1970). Nancy Arapoff Cramer, Assistant Professor, Department of English as a Second Language, University of Hawaii is the author of *Writing Through Understanding*.

One of the questions (D) in Yao Shen's article reads as follows: "If, as some of the recent psycholinguists claim, a child does not learn language by imitation, how does he learn it according to them?" Five more specific questions on this subject follow.

I would like to refer the readers (and question-askers) to a very fine article by Leon Jakobovits, entitled "Implications of Recent Psycholinguistic Developments for the Teaching of a Second Language," which can be found in the June 1968 issue of **Language Learning**, or in Mark Lester's recent anthology **Readings in Applied Transformational Grammar**. I recommend this article because it answers, clearly and precisely, all of these questions, and also makes some suggestions, based on he most recent findings about language acquisition, as to how best to go about teaching language.

Jakobovits sees the ability to acquire language as being both hereditary and maturational: the child is born with a built-in knowledge of "linguistic universals" which makes the task of learning a given set of incredibly complex and abstract rules one he can accomplish with seeming ease and very little help at a very young age. Naturally, he cannot do this if he is not exposed to language during the crucial language-learning years (between 2 and 5). He must hear adults speak, and attempt to speak to them in order to be able to formulate in his mind the rules of his language. But he does *not* imitate adult speech. His speech merely becomes more "adult-like" as he continues to learn ever-more specific rules for that language.

It is important to remember that the chil understands adult speech (as shown by h ability to carry out orders, etc.) before h can speak it, and that adults understand th child's "non-English" utterances (such a "allgone shoe"). This indicates that there is lot more to language than surface structure That both child and adult can "see," fa below the surface of a particular language the *same* general cognitive structure indicates that there does indeed exist a set of linguistic universals which is a part of our genetic heritage.

In any case, space here does not permit a thorough discussion of a very complex subject. My intent has been to arouse your interest to the point of looking up Jakobovits' article, for he really "tells it like it is," clearly and simply. Most importantly, he doesn't leave the language teacher in despair, but rather makes some very helpful suggestions about second language teaching.

TESL REPORTER

A quarterly publication of the English Language Institute and the BA-TESL program of The Church College of Hawaii.

Editor.....Mrs. Alice Pack, Assistant Professor of English and TESL.

Staff.....David C. Butler, instructor of TESL.

Technical Staff.....Marie Paongo

Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 150, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

Book Reviews

Learning English Through Typewriting. Charles W. Gay, Robert B. Kaplan and Ron D. Schoesler, English Language Services, Washington, D.C. 1969

This manual, a joint effort of ESL and business educators, fills a basic need in TESL texts. Teachers need no longer rely on their own instructions or non-native grade school typing texts.

Basic keyboard instruction is accomplished through the use of simple pen and ink line drawings with a minimum of printed instruction. Throughout the book instructions, practice, introduction of new letters and sentence patterns, and review are printed on the left page with arrows directed toward the correct typed responses on the opposite page.

Unit I introduces the student to both the keyboard and seven basic sentence patterns in English.

Unit II gives the student practice in question and passive transformations, further develops the basic sentence patterns with relative and subordinate clauses, appositives and modifiers, then expands the sentences with conjunctions and sentence connectors.

Unit III is concerned with the basic essentials for typing letters and manuscripts.

ESL teachers would probably like to work closely with the business teachers teaching this class, and might want to write additional pattern practice sentences for extra practice on units which individual students find difficult. (Hopefully the authors might develop a supplementary text for additional pattern practice.)

-- **Alice C. Pack**

CCH plans two courses using this material during the fall 1970-71 semester. One will be on a beginning English level and one on an intermediate-advanced level. Typing instructors and ELI personnel will coordinate the program.

Margaret Kurilecz. *Man And His World: A Structured Reader.* New York: Thomas Y. Crowell Company, 1969. 114 pp. paperback. U.S. Price $2.50.

Sara Withers. *The United Nations In Action: A Structured Reader.* New York: Thomas Y. Crowell Company, 1969. 116 pp. paperback. U.S. Price $2.50.

Man And His World and *The United Nations In Action* are readers for intermediate to advanced students of English as a Second Language. Both books contain comprehension questions on the readings, word study exercises, suggested composition topics, and paragraphs for dictation. In addition, both feature a grammar section in each unit where important structure patterns in the reading are presented with accompanying drills for using and mastering the patterns.

Because of the general, somewhat abstract character of the readings in *Man And His World* (sample units: "The Races of Man, Man and His Work, Man and Government"), this reviewer felt that it lacked the interest level of the units in *The United Nations In Action* (sample units: "Fresh Water for Tonga, A Pharoah on the Move, Trick or Treat for UNICEF"). On the other hand, *Man And His World* does have an excellent section for pronunciation practice in each unit and well-thought-out practice drills for using the related Adjective-Noun-Verb-Adverb forms of words.

-- **David C. Butler**

Action Games--

Continued from page 3

Teaching [d] in Final Position

After this lesson has been mastered verbs which end with [d] in the past may be substituted. i.e. dodge, nod, play, etc. This will demonstrate the contrast between the [t] and [d] in final position. Later the game may be played mixing the two different word lists.

Developing Reading and Writing Skills With [t] and [d]

Cut two strips of heavy paper for each sentence denoting one of these action verbs. i.e. I danced. I skipped. I clapped, etc. Divide the class into two groups and place one strip on each group's table. One child from Group I and one from Group II stands at the back of the room. When the sentence is read aloud the two children run and search for that sentence on their group's table. The first one to show the correct sentence to the class is the winner. One point is given to the group after the child reads the sentence and the class repeats it. This is a good review for students who are learning to read in English and frequently pronounce all printed "d"s in final position [d].

Have the students write the sentences as you say them. i.e. "I danced." "I didn't dance." etc. Collect and correct the papers. If a child makes many mistakes after the majority have mastered the sentences, have him come to you for individual help.

Library Skills Program For ESL Students

A series of four lecture tapes with visuals (transparencies and/or slides) has been developed by Helen Moffatt, Director of Library Services at The Church College of Hawaii, for the English Language Institute classes at the college. Student assignments to be completed in the library accompany each lecture. Short quizzes are also included.

Lecture 1. General library information. The physical format of books.

Lecture 2. Classification of Books. The Card Catalog (The Ralph E. Woolley library at CCH has recently reclassified its collection using Library of Congress card numbers. Focus of the lecture is on the L.C. system.)

Lecture 3. Periodical Indexes, including newspapers.

Lecture 4. The Use of Special Reference Books–Encyclopedia Index Volumes, Almanacs, Year Books, Who's Who, Quotation Index, etc.

Tapes and microfiche are available in the language laboratory for students who desire to review the material.

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